DOCUMENT RESUME

ED 047 326 CG 006 189

TITLE	Proceedings Fourth Annual Conference of Guidance Personnel in Occupational Education.
INSTITUTION	New York State Education Dept., Albany. Bureau of Guidance.
PUB DATE	May 70
NOTE	62p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Counselor Role, Job Placement, Manpower Needs, Manpower Utilization, *Occupational Guidance, Occupational Information, Occupations, *Vocational Counseling, *Vocational Development

ABSTRACT

Papers included in these proceedings are concerned with the following topics: (1) "What Do We Really Know About Career Development," (2) "Manpower Policy and Vocational Education;" (3) "How Guidance Services Should Grow in Occupational Education;" (4) "Links;" (5) "The Role for the Vocational Educational Counselors for the Decade Ahead;" and (6) "Reactor's Report." The conference attempted to create a primitive and figurative map of what needs to be accomplished, who can accomplish it, and what strategies need to be developed in occupational education. It reaffirmed that nearly all Americans have needs for the facilitation of career development. In order to meet such needs one must purposely examine: (1) the outcomes which vocational guidance and placement are intended to facilitate; (2) the processes by which persons attain such outcomes and factors which thwart or negate such development; (3) the preparation, competencies, and skills which must be possessed by those who facilitate the outcomes; (4) the potential contributions of different specialists; and (5) the technology or media which can strengthen the potential impact of these personnel. (RSM)

EDO 47326

SHERATON INN TOWNE MOTOR INN
ALBANY, NEW YORK 12207
MAY 12-14, 1970

PROCEEDINGS
FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL IN OCCUPATIONAL EDUCATION

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF GUIDANCE
ALBANY, NEW YORK 12224

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 006 189

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L. Chancellor	New York
1985	Everett J. Penny, B.C.S., D.C.S. Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt. D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M.M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt. D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for School Services
Leo A. Soucy

Director, Division of Pupil Personnel Services
Bruce E. Shear

Chief, Bureau of Guidance
James W. Moore

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, New York 12224

PROCEEDINGS

FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL IN OCCUPATIONAL EDUCATION

Sheraton Inn Towne Motor Inn
Albany, New York 12207

May 12-14, 1970

PREFACE

This publication summarizes the major presentations at the Fourth Annual Conference of Guidance Personnel in Occupational Education, because the Bureau considers each pertinent to personnel in occupational education programs, particularly guidance personnel. The papers are arranged in order of their presentation as shown on the May 12-14 Agenda. An additional paper "A Review of the Proceedings of the National Conference on Guidance, Counseling, and Placement - Columbia, Missouri", by Dr. Edwin Herr is a complete digest of the 4-day Missouri Conference and should be of high utility to all in guidance settings. Dr. Herr did a fine job.

Burton Thelander, Supervisor of the Bureau of Guidance, had editorial responsibility for the Proceedings.

FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL
IN OCCUPATIONAL EDUCATION

Sheraton Inn Towne Motor Inn

May 12-14, 1970

Tuesday, May 12

10:00 a.m. — Conference Planning Committee
Chairmen and Recorders Meet

10:30 a.m. — Registration - Lobby - $7.00 (includes dinner and four coffee breaks)
Registrara

1:30 p.m. — Opening Plenary Session
GREETINGS AND CONFERENCE RATIONALE
James W. Moore
Philip B. Langworthy
Robert Seckendorf

2:30 p.m. — Plenary Session II
THE YOUNG BLACK ALUMNUS AS A SOURCE OF OCCUPATIONAL INFORMATION
Demonstration: Robert Hoppock, and Alumni Panel
Adolph Cherot, Chairman

3:00 p.m. — Question and Answer Session

3.30 p.m. — Coffee Break

4:00 p.m. — Plenary Session III
AOC - COMMUNITY COLLEGE COMMUNICATION AND COOPERATION
PERSONNEL FROM CORNING, DELHI, NEW YORK CITY, AND SUFFOLK INSTITUTIONS
Fred Champagne, Moderator and Chairman

5:00 p.m. — Intermission

5:30 p.m. — Social Hour Exchange Lounge

Evening — Demmonstration of A.V. Resources:
VOGUE, Interactive Learning Systems, 3M
Kenneth York

Wednesday, May 13

9:00 a.m. — Plenary Session IV
THE ACTUALITIES OF CAREER DEVELOPMENT
Samuel H. Osipow
Robert Schreiber, Reactor
John O'Leary, Chairman

Wednesday, May 13

10:00 a.m.	Coffee Break
10:30 a.m.	NYSVGA Progress Report Arnold Amell
10:30 a.m.	Plenary Session V THE FACTS OF LIFE ON THE MANPOWER SCENE - RELEVANT TO GUIDANCE Peter Doeringer Philip X. Munisteri
11:15 a.m.	Three Discussion Groups
12:00 Noon	Lunch - Open
1:30 p.m.	Plenary Session VI HOW GUIDANCE SERVICES SHOULD GROW IN OCCUPATIONAL EDUCATION Theodore Cote Ethel Smith, Chairman
2:30 p.m.	Three Discussion Groups (Coffee Available)
	Discussion groups adjourn at their convenience
5:30 p.m.	Cocktails - Starlight Room - Cash Bar
6:30 p.m.	Dinner - Starlight Room "LINKS" Gordon M. Ambach

Thursday, May 14

9:00 a.m.	Plenary Session VII A FUTURE FOR VOCATIONAL EDUCATION IN THE U.S.A.--IMPLICATIONS FOR NEW YORK STATE COUNSELORS Robert Pruitt Louis Cenci Daniel V. DeKimpe, Chairman
10:00 a.m.	Coffee Break
10:30 a.m.	Reactor's Report of Conference Hubert W. Houghton Frank Russo, Chairman
11:30 a.m.	Adjournment Burton Thelander Assisted by Mrs. Gwendolyn G. Ripp

How to Conduct an Occupational Group Conference With an Alumnus

Robert Hoppock
New York University

Select a group of your students, all of whom want to know more about some one occupation, for example, a class in advanced shorthand, a photography club, an informal group of students whom you will bring together for this one occasion.

Find a resource person who:

Graduated or dropped out of your school or college.

Terminated his full-time education within the past 5 years.

Is now employed in the occupation that your students want to know more about.

Has been in his present job at least 1 month.

If most of the students in your group expect to go to college, the resource person should be a college graduate.

If most of the students expect NOT to go to college, the resource person should be a person who did NOT continue his education beyond high school.

You may select your students first and then look for your alumnus.
Or you may select your alumnus first and then recruit a group of interested students.

Ask the resource person if he will meet with a group of your present students, answer questions about his job, but NOT make a speech.

Arrange a time and place for the group conference and bring the participants together.

Explain to all that the purpose of this meeting is to give the students an opportunity to get some information about an occupation in which they are interested, to get it from a person who is now actively engaged in this occupation and who was a student in this institution only a short time ago.

Distribute the attached list of "Questions for Group Conferences with Employed Alumni". Ask the students to read the list of guestions and mark any that they would like to ask. Tell them they may ask any other questions they wish, with the understanding that your resource person doesn't have to answer.

In the presence of the students, tell the resource person "if we ask you any question you prefer not to answer, just smile and say 'next question, please'."

Give the students a few minutes to mark the questions they wish to ask. Then say, "Who is ready to ask the first question?"..

Wait, and wait, and wait for someone to start. If the silence becomes unbearable, you ask a question or two and tell the students to break in or raise their hands whenever they are ready to ask questions.

On rare occasions, you may have to ask all the questions. Be prepared to do so. Usually the group will begin to participate within 5 minutes After they take over, you be prepared to ask another question whenever there is a lull in the conversation.

Also be alert to step in and help to facilitate communication if you see that either the student or the resource person does not understand what the other has said. Ask questions to clarify answers whenever you think it desirable to do so.

Questions for Group Conference With Employed Alumni

What school did you attend?

Did you graduate? Drop out? When?

What was your first job?
- How did you get it?
- What did you like most about it? Least?
- How long were you there?
- Why did you leave?

What was your next job?
- Same questions as above
- Repeat for all subsequent jobs.

Re: present job, ask also
- What time did you go to work this morning?
- What was the first thing you did?
- How long did that take?
- What did you do next?
  - Repeat through the entire day.
- Did you do anything yesterday that was different from what you did today?
- How about the day before yesterday? Last week? Last month?
- What else do you do on your job?
- Of all these various duties, which ones take most of your time?

What three things do you like most about your job? Least?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?

- Age? Sex? Height? Weight? Other physical?
- Marital Status? Tools? License? Aptitudes?
- Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time?
- Cost? Content? Approved schools?
- Preferred subjects?

Supply and demand for workers? Outlook for the future?
Advancement?

Hours? Regular? Overtime? Evening?
Sunday? Holiday?

Steady or seasonal? Hazards? Marriage rate?

Anything we should have asked?
You ask us? Thanks.

Adapted from Occupational Information, third edition, by Robert Hoppock, McGraw-Hill Book Co., New York, 1967

What Do We Really Know About Career Development

Samuel H. Osipow
The Ohio State University

My topic is a real challenge. Any person worth anything professionally wants his efforts to make a difference to somebody else. The real question that a professional pays attention to is the effect of his efforts on the behavior of other people. In other words, he asks himself the question, "Will my clientele behave differently after my efforts than they did before them?" This applies whether said professional is a counselor, a teacher, or an administrator. It is the acid test of the validity of his discipline in general and his own skills in particular. My topic lends itself frighteningly well to the test. At the same time as I am challenged, I feel a certain timidity because of the danger of misleading my audience if I am wrong. Thus, it becomes important to consider how <u>sure</u> I can be about what we know about career development. In the history of science there are many examples about the effects of premature conclusions. As a result of my concern I have done a considerable amount of soul searching before selecting the issues I wish to bring to your attention, with the hope that I will avoid misleading you while at the same time encourage you to change your professional behavior for the better.

No shortage of concepts for career development exists (Osipow, 1968). However, if a hard criterion is used, that is, replicated studies whose results have been proven in the field over a period of years to select facts, then one would have to conclude that very little about career development that is systematic in nature is really known. Using a realistic criterion, however, certain statements can be made:

1. Career development is essentially a socially bound process. Career development reflects the status of the culture and the economy in which an individual happens to find himself at a particular moment in time. The vocational progress of the generation that left school during the depression of the 1930's was substantially effected by those economic conditions; similarly effected was the career development of a generation that was finishing school in the midst of World War II. In the same way, we can expect that the generation now in school faces distinctive social events which will significantly influence both the opportunities and the nature of the opportunities available to them. If nothing else, the educational background of the current generation has been different from their fathers'. Considerable data exist to demonstrate that educational-vocational anticipations are materially effected by social antecedents (e.g., Hollingshead, 1949; Hewer, 1965). The value structures of young people of today are different than formerly as a function of current and recent economic conditions in this country and the social conditions in the world in general. In this connection, then, there is the added problem of trying to predict events in a changing context which will probably never really be replicated nor duplicated.

2. The dynamic conditions under which career decisions are made bring attention to the second principle change. The principle covers really two categories of events; the first includes the category just discussed, that is, change external to the individual; the changing world and its varying demands and opportunities. The second aspect of change lies within the individual. People's expectations, preferences, and capabilities change throughout the lifespan.

3. A third principle that has been clearly demonstrated in the literature is that people experience a great deal of anxiety in connection with

their choice of a career in America. I emphasize in <u>this</u> culture because one highly prized freedom in the American folklore is the freedom to choose one's work; with freedom goes anxiety because of the responsibility to choose wisely and to live with the consequences of the choice. This, in combination with the press for upward social mobility which is also characteristic of our ethic, has introduced fear of making a bad choice. Choices may be bad in terms of errors in judging their ability to satisfy or bad in terms of misjudjing one's potential for success. Exacerbating the anxiety is institutional rigidity. This rigidity has required young people to identify the channel of their education relatively early, while still quite young, and has had the consequence of prematurely focusing their educational-vocational pattern. Premature decision-making is often wrong, leading to waste and heartache. To add to this, the youngster who wishes to make a change, even as early as his high school years, often finds it very difficult to do so because of institutional patterns and attitudes, which value persistence for moral reasons as well as convenience. Super and Overstreet (1960) report data which demonstrate the instability of choices made by students while in the ninth grade. Similarly, much data based on Project Talent (Cooley 1967) indicate that youngsters can make somewhat more stable choices early in high school <u>when</u> these choices are categorized into large general fields, such as science, the humanities, social sciences, mechanical fields, etc. When the choices are more specifically defined, such as medicine, dentistry, lathe operator, brick layer, welder, teacher, etc., the choices are seen to be extremely unstable, change frequently, and are not good predictors of future areas of endeavor at all.

4. The fourth principle one can rely on to some considerable extent has to do with the role of abilities in education-vocational development. There is a good deal of data from many studies (among them, for example, Thorndike and Hagen's 10,000 Careers) to indicate that there are distinctive kinds and levels of abilities required for success in different types of occupations. Obviously, knowledge of abilities does not allow as accurate prediction as might be desirable, but the level of prediction if remarkably high when the additional impact of motivation and opportunity on career entrance and progress is considered. There is a tendency in our culture to make choices consistant with interests and hope or even assume that abilities will prove to be adequate when, in fact, most of the data indicate or lead to inferences that abilities far override interests in influencing vocational attainment. People are more likely to wind up doing what they are capable of doing than what they might <u>like</u> to do. There is a good chance that, given entrance into a particular field toward which an individual might feel somewhat neutral or even mildly apathetic, interest will develop with experience and success. Preliminary data exist (Osipow, unpublished) to suggest preference for a task may be changed as a function of the level of success in dealing with the materials used in the task. At very high success ratios preferences may even be reversed. Not a surprising finding, but one which may match the real world well. This runs counter to the point of view which holds that a person will perform his work more effectively if he is interested in it than if he is not. The data, however, suggests the reverse: interest does not effect the quality of performance, all other things held equal; people are more likely to become interested in tasks they do well.

5. A fifth principle to be kept in mind concerns the interaction between the environment and individual's preference and selection (Holland, 1966; Osipow, 1968). This interaction overlaps with the relationship between social context and choices mentioned earlier. It has been demonstrated in at least two streams of research that important interactions between the individual and his environment with respect to career preferences do exist. Holland's (1966) work, for example, has indicated that individuals of one personality style are prone to find the choices resulting from their style either reinforced or counteracted as a function of the characteristics of their environment. A "social" individual in a "realistic" environment will make some different kinds of career decisions than he would in a "social" or "enterprising" environment. The other major stream of research contributing to knowledge along these lines has to do with the effect of social class membership on career development (Osipow, 1968, Chapter 7). This membership has impact on a number of career dimensions. Family resources might be transmitted across generations as a function of social class membership. For example, the nature of real property versus the transmission of social attitudes distinguishes one social class from another. The degree and type of striving for upward social mobility varies from one social class to another. The kinds of vocational aspirations that young people have reflect inputs from social class antecedents.

In general, there seem to be two kinds of ideas about career decision-making. The first is represented by one or a combination of the several theories of career development. These theories postulate that people make decisions about their educational and vocational lives systematically based on the interaction between personal and social variables. The particular variables and the special nature of the interaction between them varies from one theory to another, but what these views have in common is their notion that career development is a logical systematic progression of events in the individual's life.

The second view of career development is based on naturalistic observation of individuals. It employs few, if any, constructs to explain the relationship between events in the lives of individuals. This view may be summarized in a single sentence: People follow the course of least resistance in their educational and vocational lives. It may be a moot point as to whether the "least resistance theory" is more valid than one of the more self-concious views of career development. The fact remains that in many cases people do react to their environments and follow those avenues educationally and vocationally which they perceive to be open to them with a minimum of difficulty. Many of these theories of career choice seem to represent an <u>ideal</u> rather than an actual process of career decision making. The "least resistance" view of educational and vocational decision-making carries with it some significant implications, the most significant of which is that programs developed for individuals in educational institutions should be designed to reflect the tendency of individuals to follow the course of least resistance. If people are able to make choices that are constructive and productive for them easily and put them into action with a minimum of bureaucratic rigidity, they will be ahead of the game insofar as their vocational satisfaction and effectiveness are concerned, not to mention the positive impact this would have on social productivity.

When we try to apply our knowledge about career development at several levels of the educational system with several classes of individuals, some of the problems and possible directions for solution that face educators are highlighted. The kindergarten to sixth grade level is the most reasonable place to begin examining the career development process. Children show an interest in the world of work at a remarkably early age. Even before their explicit interest in the world of work, children are exposed to events which shape aspects of their personal development related to work. While Anne Roe's theory of the effect of early experiences (1957) on later career development has not been empirically validated, other research dealing with the cognitive aspects of child development have potentially important implications for career development. Differences in cognitive styles are evident at early ages and data suggests these styles have impact on social and educational effectiveness and adjustment, which would in turn be related to the acquisition of skills, as well as career related attitudes (Osipow, 1970, in press).

Many institutions already have begun the development of elementary guidance programs, although the question still remains somewhat open as to the proper objectives and methods of these programs, where these programs pertain to career development the objectives must remain fairly simple. There should be a graded effort to indicate the relationship between school and work to youngsters. Ideally, something should be done to programmatically build into the curriculum itself, content which shows the place of school in a larger world. An effort must be made to show how skills acquired in school have later utility, or build toward the development of skills that will have utility, in the world of work. Children are interested in thinking about themselves as adults and in various work roles. A considerable opportunity for constructive, vicarious vocational exploration exists at the elementary level. This is likely to be most effectively accomplished directly in the curriculum rather than imposed as an adjunct program by a specialist outside the curriculum. The role of the specialist should be to serve as an advisor and consultant to the curriculum developer and teacher who will have to implement the concepts.

The question of individual differences can also be explicated and discussed at the elementary level. Children are aware, at a remarkably early age, of the fact that they differ among themselves and are capable of adjusting to this recognition better than many adults assume. An opportunity to discuss and see the wholesome aspects of individual differences can be productive.

Finally, the development of wholesome attitudes in general toward work as well as some understanding of the notion that work is part of play, the other side of the coin so to speak, could contribute to the fostering of productive attitudes to be brought into play for the crucial decisions to be made during adolescence and later.

For special types of students in the elementary grades, such as the disadvantaged or the handicapped, similar kinds of programs also seem appropriate though with different emphasis.

Neff (1968) has postulated a theory of work psychopathology which des-

cribes several kinds of work related problems which characterize many disadvantaged or handicapped people: these include motivational deficits, fearful responses to the demand for productive activity, engagement in hostile-aggressive behaviors which are disruptive to the work setting, dependency, and naivity and inexperience. This list suggests certain developmental tasks for the disadvantaged and handicapped.

For the disadvantaged student, perhaps the greatest deficit to be coped with has to do with helping the youngster to perceive himself to be a person who does things, who is capable, who produces, and has competencies. Changes in this dimension are likely to improve motivational levels, as well as to reduce work related fear and aggression. The biggest needs, however, lie in the area of academic enrichment to make up for whatever impoverishment the home environment causes in performance.

For the handicapped the nature of the handicap should have considerable impact on the kind and type of guidance program to be developed for this age group. It may well be that at this age the handicapped may have more fundamental adjustment problems that require highly specialized programs. The focus of work related problems of the handicapped lies in dependency and, for some, inexperience in a work role.

As we move to the junior high school level, the environment requires more explicit career planning. No real change in the kind of program seems necessary, rather, a change in the tempo and intensity of the exposure to the world of work. More specifically three kinds of tasks come to mind. The first is a more explicit demonstration to the student of the relationship between what he does in school now and what will happen to him vocationally and personally later on. Second, some exploration of the world of work is necessary. This exploration should not aim to give him an encylopedic knowledge of what kinds of work exist in the world, but rather should strive to give him the tools to canvas that world and to get some conception of its breadth. It should teach him to relate aspects of it to himself. Third, junior high school programs should begin to teach kinds of behaviors that may be employed to foster development both in school and in his decision-making skills. This is the time when the student should accelerate the pace with which he learns how he may exert control over his life. Earlier we were concerned with teaching him simply that he <u>can</u> control his life in some respects. If the earlier program was done right, disadvantaged students should hardly be suffering, at least vocationally, from the effects of their disadvantagement and should be integrated into the regular program.

In the final years of high school there should be a continuation of the earlier program. Here the focuses should be on the specific act of career decision-making and implementation with close identification of the points of control that exist in specific decision-making situations as well as ways in which leverage might be exerted over them. For example, a student cannot change the labor market, but he might be able to change the level of his preparation and range of his competencies at the time he enters it. Or, though a youngster cannot change the general constellation of his skills and basic abilities, he may be able to manipulate the intensity of his effort and usefulness of those skills. In teaching some of these practical aspects of self-determination, work experiences of various sorts

serve a useful introduction to the world of work when introduced in a controlled way during the early years of high school. In this way a young person can learn something of the context in which work is done. It could serve as a useful transition to the point of seeing himself no longer a child, but rather as a person who works and is productive. It is an elaboration of the notion that what one does in the present is related to what one will do in the future. The need for this message in the schools seem to be very much in order. The school guidance program should have a major role in these functions.

In recognition of some of the individual characteristics mentioned in the first part of this paper certain conclusions can be drawn. It will be recalled that I asserted that individuals are very changeable in career development; that there is a considerable amount of anxiety associated with the process of choosing; and that they tend to follow the path of least resistance. With these in mind certain programatic consequences seem logical. For example, it seems reasonable to try to minimize the number of highly specific choices that must be made very early in life. Instead educators should try to develop curricular models which lead to successively narrower choices which still include numerous related alternatives should the student develop in a new way. This may be done by identifying common elements involved in developing basic competencies related to several fields. The development of core programs would then allow the student to consider any one of a number of educational-vocational alternatives. Such programming would recognize the human characteristic of developmental change, as well as foster a continuing attitude of updating of skills of self-determination in individuals.

The identification of points of change, both into and out of programs, is emminently realistic in terms of human characteristics. Not only are people sometimes inappropriately confined to programs that they have selected earlier (often for the most absurd reasons) but this confinement carries with it the converse implication, which is that people are <u>restricted</u> from programs that they failed to enter earlier because of what are often inappropriate and unnecessary prerequisites. Schools often fail to provide accelerated make-up programs later on. After all, it seems reasonable to assume that people can learn skills at a later point in maturity more quickly than they might have earlier. It is also likely that a highly motivated high school junior may learn a skill considerably more rapidly than a normally motivated ninth grader.

It seems necessary to foster the individual's concept of his control over the direction his life may take. This can be done realistically, even though it is obvious that an individual has nothing near total control over his environment. What he does have, however, is control over his <u>reaction</u> to his environment, within limits; these limits may be expanded if they are brought to his attention.

In summary, it may be necessary for counselors to develop a theory of vocational counseling and implement it, rather than to continue to try to <u>infer</u> a theory of career development from the hodge-podge of development that we observe. Individual career development seems to reflect a variety of educational and institutional characteristics in important ways. Some

institutional characteristics actually impede career development.

The objectives for guidance, counseling, and placement in career development lie in the identification of points of leverage for individuals, and methods to teach them how to exert this leverage. To some extent the counselor must try to influence the curriculum developer to develop programs that make realistic demands on individuals and do not assume that there is straight line development which can have its parallel in curriculum development as a straight line function.

What we know about the career development of young people illustrates clearly that more is needed in the school program than an occupational library and a dispenser of career information. In fact, most of the time honored vocational guidance practices may be called into question. The value of occupational information pamphlets, career days, and nominal test interpretation interviews has never been proven. Questioning the usefulness of these practices does not necessarily mean the practices should be discarded. What it means is that they should be assessed, and perhaps the use of counselor time reapportioned accordingly. Maybe counselors should spend more time in counseling, in creating work-study possibilities, or in having a voice in curricular planning than in running a library or arranging a career day. Possibly counselors should try to teach youngsters about ways they may promote their own distinctive career patterns which recognize the individual's distinctive nature.

Adolescents should be prepared to make a series of decisions which have vocational implications, the results of which will be reassessed from time to time, possibly leading to new directions. Students might well be taught how to make decisions which leave open the maximum number of alternatives, and successfully sharpen the focus of their career direction as they mature. Youngsters need to learn how to plan; how to collect data, process it, develop alternatives, and make reasonable decisions on the basis of these alternatives and estimates of their outcome. The implications of this counseling function far outreach career decision-making; they affect life style in general, and have implications for the person as a controller rather than as one who is controlled.

Finally, the counselor is more than a course selector or scheduling officer. While he may be consulted by the student who is in this process, his major and most significant contribution to the student's development is in the area of responsibility and judgment.

References

Cooley, W.W. Interactions among interests, abilities, and career plans. Journal of Applied Psychology, 1967, 51, 640.

Hewer, Vivian H. Vocational interests of college freshmen and their social origins. Journal of Applied Psychology, 1965, 49, 407-411.

Holland, J.L. The psychology of vocational choice. Waltham, Mass: Blaisdell, 1966.

Hollingshead, A.B. Elmtown's youth, New York: Wiley, 1949.

Neff, W.S. Work and human behavior. New York: Atherton, 1968.

Osipow, S.H. Theories of career development. New York: Appleton-Century-Crofts, 1968.

Osipow, S.H. Some cognitive aspects of career development. In Evans, E. (Ed.), Adolescence: readings in behavior and development.

Roe, Anne. Early determinants of vocational choice. Journal of Counseling Psychology, 1957, 4, 212-217.

Super, D.E. and Overstreet, Phoebe L. The vocational maturity of ninth grade boys. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

Thorndike, R.L. and Hagen, Elizabeth. Ten thousand careers. New York: Wiley, 1959.

Reproduced by permission of the author and National Conference on Vocational Education, Columbia, Missouri, October 1969. The author presented the paper "The Actualities Of Career Development," May 13, 1970, Albany, New York.

Some Principles Regarding Career Development

Samuel H. Osipow
The Ohio State University

The following points summarize some basic principles underlying career development in America that may be useful in educational program development.

1. Career development is essentially a socially bound process.
   (some illustrative articles and books)

   Gross, E. The worker and society. In Borow, H., Ed. Man in a world at work. Boston: Houghton Mifflin, 1963.

   Hewer, Vivian H. Vocational interests of college freshmen and their social origins. J. Applied Psychology, 1965, 49, 407-411.

   Hollingshead, A.B. Elmtown's youth. N.Y.: Wiley, 1949.

   Lipsett, L. Social factors in vocational development. Personnel and Guidance Journal, 1962, 40, 432-437.

   Miller, D.C. and Form, W.H. Industrial sociology. N.Y.: Harper and Row, 1951.

   Osipow, S.H. Theories of career development. N.Y.: Appleton-Century-Crofts, 1968. Chapter 7.

   Stewart, L.H. Relationship of socioeconomic status to children's occupational attitudes and interests. J. Genetic Psychology, 1959, 95, 111-136.

   Thistlethwaite, D.L. College press and changes in study plans of talented students. J. Educational Psychology, 1960, 51, 222-234.

2. Career development is characterized by change.

   a) The work context changes.

   b) The individual changes.

      e.g., Super, D.E., Starishevsky, R., Matlin, N., and Jordaan, J.P. Career development: self-concept theory. N.Y.: CEEB Research Monograph No. 4, 1963.

3. The existence of choice about career creates anxiety.

   a) Much depends on making the "right" sequence of choices.

   b) The choice is usually implicit and ambiguous, thus adding to the anxiety.

   c) Choices appear, and often are, irreversible, because of the inflexibility of our institutions. This apparent

irreversibility adds to the anxiety associated with "making the right choices" because one is perceived to have only one chance.

4. The role of "interests" in career development has probably been overemphasized at the expense of the role of abilities.

   e.g., Thorndike, R. and Hagen, E. Ten thousand careers. N.Y.: Wiley, 1959.

   Cooley, W.W. Interactions among interests, abilities, and career plans. J. Applied Psychology, 1967, 51, 640 following.

5. There is an interaction between the individual and his environment regarding career development.

   Holland, J.L. The psychology of vocational choice. Waltham, Mass.: Blaisdell, 1966.

Conclusion:

6. Institutional planning has failed to adequately consider human characteristics in developing programs. We wouldn't design equipment that people couldn't operate because of their physical limitations. Why then do we create social "equipment" without considering human limits?

7. Some additional references: (not mentioned elsewhere)

   Roe, Anne The psychology of occupations, N.Y.: Wiley, 1956.

   Crites, J.O. Vocational psychology. N.Y.: McGraw-Hill, 1969.

   Super, D.E. The psychology of careers. N.Y.: Harper and Row, 1957.

   Neff, W. Work and human behavior. N.Y.: Atherton, 1968.

   Osipow, S.H. Some cognitive aspects of career development. In Evans, E. (ed.) Adolescence: Readings in behavior and development. Chicago: Dryden, 1970.

   Osipow, S.H. and Alderfer, R. The effects of a vocationally oriented speech course on the vocational planning behavior of high school students. Personnel and Guidance J., 1968, 47, 244-248.

Manpower Policy and Vocational Education

Peter B. Doeringer
Harvard University

I. The Evolution of Manpower Programs

Until 1961 the United States did not have a manpower policy. A limited range of occupational training was supported under the Smith-Hughes Vocational Education Act of 1917 and the State Employment Services provided job referral services, but there was no attempt to articulate a coherent set of labor market objectives or to develop a coordinated series of policy instruments through which the government could intervene in the labor market.[1]

The tentative beginnings of a national manpower policy emerged in the early 1960's with the passage of the Area Redevelopment Act of 1961 which provided funds for retraining of workers in depressed areas and the more comprehensive Manpower Development and Training Act of 1962 which provides the foundation of our present Federal manpower policy. Although the preamble of the MDTA stressed a wide range of policy concerns -- scarcities of critical skills, skill obsolescence, underutilization of employed manpower, and so forth -- the principal focus of its programs has been on unemployment.

At its inception, the MDTA was to provide training and job placement services to help reduce the chronic unemployment of the late 1950's and early 1960's. This unemployment was attributed by some to the failure of monetary and fiscal policies to promote full employment; others saw a growing imbalance between the skills of the labor force and the changing requirements of jobs. The latter interpreted the relative increase in the incidence of unemployment among the less well educated, youth, and workers in depressed areas as symptomatic of rapid changes in the structure of the labor market associated with the introduction of computers and other dramatic technology changes.[2]

Concern with structural imbalances in the labor market and the political pressure arising from substantial unemployment among adult males prompted bipartisan congressional support for training legislation in 1961 and 1962.[3] Not unnaturally, adult males with previous work experience were the first clients of the MDTA. The focus of remedial programs for these workers was retraining for new occupations rather than on basic education or counselling. After considerable debate, it was decided that responsibility for implementing these programs would be divided between the state employment services and the state and local vocational education system.

---

1. Following World War II, there were also a number of Federal programs concerned primarily with training high level manpower. These included the G.I. Bill of Rights and the National Defense Education Act.

2. For a summary of this debate see: Barbara Bergmann and David E. Kaun, Structural Unemployment in the United States (Washington: U.S. Department of Commerce, Economic Development Administration, 1967). See also Edward Kalachek and James Knowles, "Higher Unemployment Rates, 1957-1960 Structural Transformation of Inadequate Demand, Joint Economics Committee, 87th Congress, 86 Session, 1961. Also Charles C. Killingsworth, "Structural Unemployment in the United States" in Jack Stieber, ed., Employment Problems of Automation and Advanced Technology (London: Macmillion, 1966), pp. 128-156. Council of Economic Advisors, Annual Report (Washington: 1962), pp. 39-49.

3. See Garth L. Mangum, MDTA: Foundation of Manpower Policy.

The former would determine the skill areas for training programs, recruit trainees, and find job openings; while the latter would operate the training programs.

As unemployment declined dramatically during the 1960's under the stimulus of the 1964 tax cut and rising government expenditures, adult males -- the original target group for manpower programs -- were reabsorbed into employment leaving behind a group of unemployed -- primarily younger workers and black workers with lower levels of education and less work experience -- having markedly different labor market problems. To assist the unemployed of the late 1960's, the instruments of manpower policy have been expanded from vocational training and job placement to include basic education, on-the-job training, counselling programs emphasizing orientation to work, and experimental job creation programs such as the Neighborhood Youth Corps, the Adult Work Crew, and New Careers programs. Moreover, Community Action agencies have now joined the vocational education system in the provision of manpower services, and Congress now requires that 65 percent of the manpower effort be directed at the disadvantaged.

As with the earlier programs, the assumption is made that unemployment is the major policy problem and that a job, any kind of job, is the policy goal. Policy makers have diagnosed the high unemployment rate among the disadvantaged as derivative primarily of individual deficiencies such as inadequate education and poor work habits. These deficiencies, it was thought, could be corrected by supply oriented programs designed to enhance the competitive position of the disadvantaged in the labor market. This diagnosis explains the continued reliance on formal classroom training to upgrade skills, the recent emphasis on combatting absenteeism and turnover through work orientation programs, and the interest in low wage public employment programs as a means of providing work experience for those considered to be unemployable in the private sector.

II. Manpower Policy and the Secondary Labor Market

The general concensus is that these manpower programs have been moderately successful. The earlier MDTA programs that provided vocational training appear to have improved the employment and earning of the trainees.[4] Appraisals of more recent programs in 1967 and 1968 have shown that three-fourths of the graduating trainees obtain employment and that some wage upgrading is occuring.[5] If employment is seen as

---

4. See Mangum, op. cit.

5. The Department of Labor reports that the average hourly wage of MDTA trainees prior to training was $1.55 compared to a post training wage of $2.04. See the Manpower Report of the President, 1970, p. 65. This data, however, neglects to analyze the employment experience of program dropouts, the effect of rising wages in the economy generally, and the problem of pre-training new entrants or reentrants into the labor force.

the objective of these programs then it is fair to say that they have succeeded im moving a group of unemployed workers into jobs.

In my view, however, the performance of our current manpower policy, and indeed the present conception of the labor market problems of the disadvantaged is not cause for optimism. The programs suitable for training experienced, relatively well-educated adults in 1962 are different from those required to assist the disadvantaged, and the kit of policy has been enlarged accordingly. The present policy, however, has failed to recognize that the unemployed adults of 1962 and the unemployed disadvantaged of 1970 belong to two very different labor markets.

In urban areas, at least during periods of prosperity, there is little evidence that the disadvantaged are "unemployable." With the exception of new entrants into the labor force, most of the disadvantaged who are unemployed have amply demonstrated employability through having held jobs previously. In fact, the disadvantaged work force, has held more jobs than many among the more advantaged group of workers. Moreover, many state employment service and community action agency administrators have found that there is a substantial pool of unfilled job vacancies in urban areas for which the disadvantaged are eligible without additional training. For example, a study of disadvantaged workers seeking manpower services in Boston in 1966 and 1967 found that 70 percent of the persons referred to work were offered jobs.6 In addition, there was a general feeling in the poor community that some kind of work could be readily obtained at any time.

How then can one reconcile high levels of unemployment among the disadvantaged with demonstrated employability and the possibility that jobs are readily available? First of all, the disadvantaged customarily find work in what might be described as the secondary labor market.7 This market contains the jobs which are inherently least desirable and least attractive in the economy. They pay low wages and require little skill; they are often unstable or casual; they have poor working conditions, few promotion opportunities, and frequently harsh, inequitable, and corrupt supervision. Examples of such jobs are hospital aids, dishwashing and other menial work in hotels and restaurants, casual laboring and warehouse jobs, work in industrial sweatshops such as foundries, and in service establishments such as laundries and dry cleaners. In contrast, advantaged workers are employed in the primary labor market where wages, working conditions, and job security are much more desirable.

In addition to low wages, a salient feature of the secondary market is employment instability. In such a labor market, turnover and job mobility become a way of life. Sometimes the casual nature of the work or the discriminatory employment practices of foremen result

---

6. See Peter B. Doeringer, Manpower Programs for Ghetto Labor Markets," Proceedings of the Fourth Annual Winter Meeting of the Industrial Relations Research Association.

7. See Michael J. Piore, "On-the-Job Training of Disadvantaged Workers," in A.R. Weber et. al., (eds.), Public-Private Manpower Policies and Peter B. Doeringer and Michael J. Piore, Internal Labor Markets and Manpower Analysis, Ch. XIII.

in the termination of workers. More often, because similar employment alternatives appear to be readily available, and because there are no incentives such as seniority, pension plans, or promotions to encourage continuity of employment, the disadvantaged quit jobs under minimal provocation. In addition, welfare, income sharing among friends and relatives, and various kinds of "hustles" compete with legitimate employment as a source of income to the disadvantaged. Thus, the disadvantaged work force exhibits a considerable amount of mobility, both among employers and in and out of the labor force. This suggests that much of the unemployment observed among the disadvantaged is frictional, that is of a short term or transitory nature.

If this analysis of the labor market problems of the disadvantaged is correct, it suggests that the current emphasis on employment is not appropriate for the disadvantaged urban work force and that the emphasis on training is only partially responsive to the problem of the secondary labor market. Vocational or skill training must be supplemented with programs to change the work habits generated by low wage employment, to develop access to higher quality jobs rather than to jobs per se, and perhaps to change the operation of the secondary labor market itself. In short, it is no longer appropriate to concentrate on improving the skills and information of the disadvantaged work force in hopes that they will find their way into employment, but rather consideration must be given to the characteristics of labor demand and its impact upon the labor force behavior of the disadvantaged.

Seen in this light, the current set of manpower programs may be described as doing more to increase the efficiency of the low wage labor market than to change, in any fundamental way, the employment patterns of the disadvantaged. Counselling programs have often attempted to orient the disadvantaged to the required habits of employment, habits that many of the disadvantaged are already well aware of and have rejected. Classroom training programs have often been of too short duration to build anything approaching a skill; they have suffered from limitations in training equipment and materials; and have often been directed at types of employment already available to the disadvantaged labor force. Many of these shortcomings could have been avoided by on-the-job training programs, because the training is precisely matched to job requirements and because the employer is known in advance. But even here, there has been a tendency of such programs to involve enterprises and occupations to which the disadvantaged already have access and for training to be excessively narrow.8 Many work experience programs have served only to increase the number of low wage jobs available and have contributed little to providing work experience which is not already available to the disadvantaged in the private sector.

On the more positive side, it should be possible to redirect most of the current programs to overcome their present deficiencies. Labor market information about higher wage employers is not readily available in the

---

8. See Peter B. Doeringer (Ed.), Programs to Employ the Disadvantaged, Introduction.

secondary labor market and, when available, is often ignored by the disadvantaged in the belief that such jobs are unobtainable. If these jobs can be made available, an aggressive recruiting and labor market information campaign will have to be launched to convince the disadvantaged of the new opportunities. Training programs will have to be directed toward opening job opportunities among employers in the primary labor market, probably in conjunction with employment subsidies similar to those available under the National Alliance of Businessmen's JOBS program. Public employment programs should concentrate on creating higher wage jobs and promotion opportunities, rather than low wage, dead end jobs. Where discrimination has been a problem, closer ties between manpower programs and equal employment opportunity programs will be appropriate. Finally, it may be possible to develop manpower programs to improve the secondary labor market.

III. Implications For Vocational Education

The redirection of manpower policy for the disadvantaged has some particular implications for vocational training. Until 1966, the vocational education system was the major training institution under MDTA. While this responsibility is now shared with community action agencies, private educational institutions, and employers, Vocational Education still provides a substantial proportion of the training. In addition, the 1968 amendments to the Vocational Education Act of 1963 have given explicit endorsement to the expenditure of vocational education funds on programs for the disadvanteged, thereby broadening the potential for involving vocational education in solving the labor market problems.

More important, vocational education, by virtue of its position in the public school system, is in an ideal position to assist disadvantaged youths prior to, or concurrent with, their entrance into the labor force. This group has the most serious problems of unstable employment, has been growing rapidly during the 1960's, and is perhaps easiest to assist in entering the primary labor market because it has not firmly adopted the unstable work habits encouraged by secondary employment.

To serve this group effectively, additional thought will have to be given to the relationship of the classroom to the work place. For many of the disadvantaged, the traditional distinction between school and work makes little sense. The economic incentive to remain in school is weakened by the low wages which the secondary labor market pays, even to those with high school degrees. For others, the excitement and even the economic return to "hustling" also serves as a deterrent to remaining in school. Finally, extensive classroom training for youth may prove a poor investment in educational resources since 50 to 75 percent of the graduates of vocational training programs do not work immediately in training-related jobs. For the disadvantaged, where turnover and limited work opportunities are a serious problem, it is likely that the "leakage" rate will be even higher. On the other hand, it is clear that a large proportion of workers in many occupations picked up their skills on the job rather than through formal training programs. Yet for the disadvantaged, on-the-job training for skilled jobs is not generally available in the secondary labor market. Thus, considerations of both training efficiency and of the motivation to learn which a good job can provide suggest that the fuller integration of

formal training with employment and on-the-job training in the primary labor market may be appropriate.

Such arrangements are common in many parts of Europe, where industrial apprenticeship is an important part of the training system. In this country, the cooperative education program, involving part-time work and part-time schooling, comes closest to achieving this blend of on-the-job training and formal classroom education. Yet, in 1968, such programs accounted for only 250,000 persons or 3 percent of the total students enrolled in vocational education programs.9 But work experience, on-the-job training and formal education can be brought even closer together through formal programs at the work place. Precedent for such arrangements are found in vestibule training programs, in some of the JOBS programs, and in the basic education program now being provided by a number of steel companies under MDTA.

The steel industry program is an excellent illustration of the variety of ways in which formal education can be accommodated at the work place. Companies have provided educational programs at the work place and it has been related to promotion requirements. Although this particular program was initially designed to facilitate the upgrading of incumbent employees lacking sufficient basic education to be promoted to higher wage jobs, the principal is equally applicable to new hires and to vocational skills as well.10 Such a program could readily be expanded to include training in clerical or technical occupations that are presently filled by new hires. In some companies this training would have to occur after working hours, in others it might be integrated more fully into the work day, while still others might choose to operate the training programs during slack periods in the production process. For smaller companies without the resources for coupling in-plant training programs with on-the-job training, the cooperative training consortiums already developed in some areas could be expanded.

While such proposals are directed at involving vocational education in cooperative training arrangements with employers in the primary sector, it may also be possible to use training programs to upgrade employment in the secondary labor market. For example, in some enterprises (such as hospitals and hotels) where employment is relatively stable, training programs could be related to the creation of new promotion arrangements to eliminate the dead-end nature of many low wage entry jobs. Where employment is less stable, it may be possible to borrow from the example of the building trades unions or temporary clerical help agencies by establishing arrangements to facilitate mobility among employers utilizing similar skills, thereby decasualizing the labor market. Training programs might then be developed to fill in between periods of employment so that workers might eventually transfer to higher skilled jobs.

Recognition of the problem of the secondary labor market also requires changes in counselling techniques. As noted above, with the exception of recent migrants from rural areas, the urban disadvantaged tend to have a considerable awareness of the secondary labor market and the requirements of work. Because they work in enterprises where poor work habits are tolerated and because the pattern of high turnover

---

9. Manpower Report of the President, 1970; p. 68.

10. See Doeringer, Programs to Employ the Disadvantaged, op. cit.

in the secondary labor market encourages work habits such as absenteeism and turnover which most employers in the primary labor market find intolerable, programs of counselling and orientation to work are often redundant and unlikely to eliminate obstacles to primary employment. Very little is known about changing work habits. For some of the disadvantaged the motivational aspects of a primary job seems to cure the problem. For others, a gradual education program (probably occuring on the job) will be required to alter these habits. Unfortunatley, most primary employers have little experience with this kind of training because they normally resolve the problem by terminating the employee. Secondary employers, on the other hand, have generally accommodated to the problem of poor work habits in ways which may even aggravate it.

It appears that counselling may be required for supervisory personnel and incumbent workers in the primary sector if poor work habits are to be remedied by retaining rather than discharging workers. This is especially true where racial discrimination at the work place is a factor in turnover.

Under this proposal, the counsellor would serve more as an advisor and consultant to the employer than to the disadvantaged workers.

IV. Conclusion

It is often argued that the past 8 years of our national manpower policy has been a period of trial and error experimentation. The usual conclusion is an exhortation to learn from this experience and to move from experiments to large scale programs. In my view, because manpower policy has not paid sufficient attention to the problem of the secondary labor market, existing programs provide few insights n which the expansion of manpower programs for the disadvantaged could be justified. The analysis of the secondary market and the proposals for training and counselling outlined above, mark the path for further experimentation, not for larger programs. The results of these additional experiments must then be followed up and monitored in terms of their ability to move the disadvantaged from secondary to primary employment or to improve the income potential of secondary employment if we are to learn how to proceed with an effective manpower policy for the disadvantaged.

How Guidance Services Should Grow in Occupational Education

Theodore J. Cote
College of Education
Temple University

Having served 6 years of my professional career as a counselor in a state vocational-technical school, and several more closely related to the field, I must confess to feeling somewhat threatened by the topic assigned to me for my presentation. Having been designated as everything from Master Schedule Maker to Assistant to the Assistant Director for the Administration of Discipline, I shuddered to think of the services of counselors increasing in number. It was only when I considered that number is not the only way to measure growth and that growth in efficiency is doubtless an equally acceptable objective, that I began to feel even a little confortable. After all, if one were to delineate the many and diverse services expected of a guidance counselor and multiply the number of these by the number of individual students to be served, he could not but be impressed with the painfully obvious necessity for constantly increasing the efficiency of the manner in which the several services are provided. If man ever manages to be able to make a blivet (i.e. put 10 pounds of rice in a 5 pound bag), you can bet that it will be accomplished by doing it more efficiently than we have been trying to do it for years.

While the acceptance of this broader interpretation of my charge made me feel somewhat better, my hoped-for feeling of euphoria was badly shaken when I perused the Manual for Guidance Personnel in Occupational Education by Houghton and Thelander. It was almost as if the two gentlemen had conspired to make my task more impossible. If a counselor were to follow these rubrics religiously, he could not hope to operate at other than an almost optimum degree of efficiency. To carry on the blivet analogy, I now found myself in the extremely awkward position of having 2 ounces of rice to put into a 5 pound bag that was already filled to overflowing. I am not at all sure that I would be too comfortable in the role of an efficiency expert any way after reading in Townsend's new book, Up the Organization, that such a person is a guy who borrows your watch to tell you what time it is and then walks away with it.

However, we all have our own peculiar brand of copying behavior and my restless role-seeking was finally resolved by concluding that I would address you on the insipid but sure topic of " Observations of one who has been down the pike."

In this new and completely permissive context, I feel no compunctions whatever in violating the order in which the Manual presents the services and relating my initial observations to the area which is listed in the fifth place.

Student and Public Information Service

As you are all aware, we are constantly moving toward educating youth at earlier and earlier ages. A professor at Temple has even secured a government grant to teach correct speech to newborn babies. I have no doubts whatsoever, that the only thing that stands in the way of our experimenting with prenatal learning is the development of a teaching machine of uterine dimensions.

While your manual did not specifically indicate the grade level at which the student information was to be aimed, it may be assumed that it was to those for whom entrance to an AOC was imminent. Current trends supported by research suggest that much might be gained by including those at even lower grade levels. For example, it has been found that in early years of schooling, youngsters' interests tend to be centered around midlevel occupations. Carpenter, firemen, farmers, are all popular models in this period. At grade five, however, a magical change occurs and the carpenter gives way to the doctor in popularity, the firemen to the lawyer, and the farmer to the teacher. By the time they reach junior high school they are completely professionalized and the AOC counselor finds himself "fighting City Hall" as he explains the offerings of his center to groups of such students. One reason for the phenomenon is that reference to occupations in reading materials tends to progress grade to grade from the simple to the more complex. Preparing and making available materials at this lower grade level at one and the same time keeps the midlevel occupation in the minds of youths and tends to earn the gratitude of elementary educators who are groping for appropriate methods and materials to assist them in discharging their new responsibilities for elementary guidance. Other forms of occupational information and techniques for providing it will suggest themselves, but the important point is--do not ignore the elementary school.

The good old Sears-Roebuck catalog suggests another technique that might be of some value in improving the effectiveness of information services. For decades, household tools constituted the major bulk of the company's annual mail order sales throughout rural areas. If you made a spot check of used copies of the catalog, however, you would note that the most dog-eared section was some 600 pages away from any reference to hammers and screwdrivers. It is even suggested that it was the tremendous circulation of the Sears catalog that finally prompted Hugh Hefner to publish Playboy. The point being made is that if you want to sell someone something by means of advertising materials, you include the kinds of information he is interested in. Despite this obvious truism,however, while a boy doesn't breathe who wouldn't be interested in how many girls go to a vocational school, most brochures still cater to the one boy in a million who is interested in the fact that the electrical shop occupies 1200 square feet of well-lighted space, or that the instructor is a full-fledged journeyman. I am not suggesting that the counselor stay up nights trying to figure out new and interesting items to include in the brochure; rather, I am strongly recommending that he make a survey of potential readers in his sending schools to find out what they would like to know about XYZAOC and let this provide the guidelines for the preparation of the next edition. Dr. Kenneth Hout did this in connection with his SOS Project with private schools and the resulting catalogs look like anything but what the school officials had previously labored over. And now, let me return to the accepted order and comment a bit on:

Selection and Admission Services

A few years back, authorities in a statewide program of vocational education were faced with too few work spaces and too many applicants for their regional technical schools. Accordingly they developed a selection test battery consisting of the Differential Aptitude Test and the Kuder Preference Record-Vocational which was vigoriously applied to all comers. The counselors felt secure in the assumption that their high rejection rate was now at least scientifically based. It was not until the state supervisor of guidance made a validation study of the practice that it was found not only did the battery not discriminate by trade, but that there was a high likli-hood that those who were rejected would not have differed significantly those accepted in their success in the program. In this connection it is also important to recall that while accountants acheived the highest mean score on the AGCT in WW II and lumberjacks the lowest, 15 percent of the lumber-jacks exceeded on the mean score of the accountants.

What I am saying, I guess, is that taken alone as a basis for selection, test scores give you only a slight advantage over chance and if you consider how badly some youngsters want vocational education, or how badly some need it, you can only conclude that the stakes are too high to play games. As long as we are forced into a situation of denying youths their rights to such education, we must do all we can to guarantee that the denial is based on something more substantial than a two-digit number. It must be remembered that as guidance people we are clinicians, not gate keepers. In addition to test scores much data is available from the cumulative record of the feeder school and much more of an anecodotal nature can be obtained to supplement that gained during the applicant's interview which should also be a "sine qua non" in any selection program. Continued involvement with a hobby of clock repairing or a successful history of fixing lawn mowers can be infinitely greater predcictive value than a score at the thirtieth percentile on the DAT Mechanical Reasoning Test and a negative recommendation of an Industrail Arts teacher of undoubted sincerity can be much more significant than a score on the same test at the ninetieth.

While it is of paramount importance that the students who are admitted are the appropriate ones, it is only slightly less important that they be admitted to the appropriate trade area. The student is somewhat like a computer in that his output is only as valid as the input. When a student decides he wants to study plumbing at the AOC, we can only surmise the nature of the input that gave rise to this choice. If the choice is faculty, and he ultimately wants carpentry, the situation is not only awkward for the school, but, in many cases, traumatic to the student.

When Connecticut converted its 4-year trade schools to self-contained area vocational schools, they decided to use the ninth grade as a period for exploratory experience for students in their first three choices of trade areas. As a result, it was found that from 60 to 70 percent of the students invariably changed their first choice of trades to be learned. Others decided that this was not their bag and left at the end of the year. While not many schools are presently geared for such a program, the process of adopting it is not as complex as it would seem and there is ample justif-ication for it in the 1968 amendments of the Vocational Education Act.

In another approach to solving the same problem, several AVT schools in Pennsylvania are currently providing such exploratory experiences four mornings a week during the summer, complete with vocational counseling for students reporting in the fall with a considerable saving in eventual frustration. If such programs are just not feasible in your situation, the values can be approximated by establishing a strong communication link with industrial and other practical arts teachers in the feeder schools and capitalize on their observations of the students' on-site job performance.

Counseling Service

Your "Manual" stresses the fact that AOC counselors should carefully coordinate their counseling activities with those of counselors in their feeder schools. I would strongly endorse this principle. If it were not done, the result could, as has been stated, be "worse than no counselor at all." I would strongly hope, however, that the principle is not implemented in what might appear to be an obvious way. i.e. educational and personnel counseling being the province of the feeder school and vocational that of the AOC. This approach could easily be rationalized on several basis but would overlook a major advantage inherent in the AOC but not shared by the feeder school.

In an article in the AVA Journal in December of 1968, the point was made that from the stand point of (1) rapport with the student, (2) knowledge of his problems, and (3) time to assist him in their solution, no one in the educational community can approach the vocational teacher. If these are important factors in counseling, the shop teacher has a lot going for him in terms of his potential for helping students with their personal problems. The AOC counselor should extend himself to capitalize on this unique situation by providing inservice instruction for the teaching staff in the elements of counseling and encouraging them to take course work in the field or otherwise improve their latent capabilities.

In this context, the coordinations services could take on an added dimension and the counseling service could be broadened significantly with obvious advantages to all concerned--particularly the student. Student problems would be fed to the AOC counselor and thence to the shop instructor who could work with the student in the nonthreatening and informal environment of the shop with the consultative assistance of the AOC counselor.

Job Placement Services

In scanning the comprehensive treatment of job placement in the Manual, I noted that the only reference to the AOC faculty in this regard was limited to their providing data on the student's skill and performance with the ultimate responsibility for placement resting with the counselor with the assistance of an advisory committee. In the situations where this is true, it would appear that a major source of invaluable assistance in being overlooked. In several systems with which I am a aquainted the principle, "The proof of the pudding is in the eating," is exploited to its fullest. It is based on the premise that each teacher is attempting to produce the best-prepared workers that he possibly can and that if his methods are effective, he can sell his product. Within this context, instructors vie with one

another to achieve the best placement record in any given year. There are several correlative advantages to obtaining the assistance of instructors for this purpose. No one knows the capabilities of each student better than they, and they will avoid the injustice of over-or underselling a given student. Also, nobody knows better, or should know better, the market which awaits the graduate. Again, the scheme tends to guarantee that the instructors will continue to maintain and expand their contacts with their counterparts in the industrial world which is a concept that any administrator will quickly buy if it becomes necessary to sell the idea to him. Finally, with advantages, to all concerned, the instructor will constantly strive to improve the effectiveness of his teaching since the results will become more obvious. This does not suggest that the placement function be removed from the services of the counselor, or tha his responsibility be reduced. The methods and techniques outlined for him are still germane. Involving shop teachers in placement does, however, add substantially to the resources available to the counselor to make the service more efficient.

Another thought with respect to placement--In one program that I know of the English Department was prevailed upon to include a unit on writing letters of application and resumes in the senior year. The resumes, complete with photographs, were then reproduced by offset in the print shop and a quantity of copies made available to each student prior to graduation. The practice not only provides a valuable tool for the job-seeking senior, but does wonders in improving his self-concept which in many cases may be appropriately be considered its major value. And now a few words on--

Evaluation and Research Service

While I would concur with the authors of this section of your Manual that all that appears is of unquestioned value and hence desirable, it is with what does not appear that I am most concerned. Reference is made in the previous section to the student for whom high school and AOC training are "terminal." This section refers to the student followup function primarily as an evaluation technique with the major purpose apparently being the improvement of the program for eventual students.

To begin with, the use of the term "terminal" is unfortunate. We speak of vocational development as being a continum extending throughout the lifetime of the individual on the one hand and introduce the conceptual ambiguity on the other of a discontinuity occuring at age 18. Vocational development today, as at no other time must be continuous and must involve continued training and the counselor must be in the vanguard of those responsible for guaranteeing its continuity. In this context then, followup becomes a device not only for improving the quality of the program, but also the coping behavior of the graduate which is more in keeping with the role of the counselor anyway.

In the course of visiting innumerable evening programs in vocational schools all over the country, I used to talk with the students and ask them how they originally learned their occupation. The number who had learned their trade in a high school vocational program could be counted on one hand! At that time, the sole purpose of evening programs was to upgrade a person's knowledge and skills in his trade. On this basis, one could conclude that graduates of the day program either had no need or felt none to keep

up-to-date and progress in their chosen work.

What are the implications of this for the counselor? It means that the followup function must be expanded to the identification of graduates with need for further training (and this would include virtually all of them) and arranging for a machinery for effecting it. This would invo..ve the establishment of counseling services with out-reach capabilities that would be available to graduates and other adults at a time when they could avail themselves of it. It would mean a new utilization of the coordination service whereby the information accumulated during counseling sessions would be fed to the administration as a basis for planning the schools evening program offerings and possibly even to the appropriate industries for consideration in their in-plant training programs.

It is being suggested that the role of the school and the counselor in their relationship to the individual does not cease with his graduation but extends as long as he has vocational needs to be met.

Postscript

A final thought occurs to me and it was stimulated by a reference I made a few monents ago regarding followup being the responsibility of the counselor while its major perceived purpose was program improvement.

While the major target of the counselor in the AOC is the improvement of the individual, the achievement of this goal and the methods and techniques he employs in achieving it invariably results in the improvement of the program. His relationship with the faculty, students, administration, parents, feeder-school officials, and community representatives make him unique among his peers. The work he does and people he deals with tend to cast him in a role resembling that of an administrator. Many in the course of their work come to the conclusion that, if they have the game they might as well have the name and they launch their campaign to become a vocational director. When one considers that the people making such decisions are specialists in vocational guidance the situation becomes nothing short of enigmatic. An assumption is being made by someone who should know better that the qualities of a good counselor are coincident with those of a good administrator. Nothing could be further from the truth. Most of the good vocational directors I have known would leave much to be desired as counselors since decision-making is their major bag and somewhere I learned that this is a "no-no" in counseling. By the same token, can you imagine a director dealing with a faculty or a school board in the best "Rogerian tradition"? There are those who will accuse me of oversimplification, but the basic qualifications of vocational administrator are really quite different from those of a counselor in occupational education. Finally, the loss of a good AOC counselor would tend to be felt far more acutely by individual students themselves, than the loss of an administrator and the student is why we are in business. These are some of the reasons why I wince every time I hear of a good counselor who wants to challenge the Peter Principle and leave his students behind.

The answer probably lies in school board's recognizing that the welfare of the individual student must be equated with the welfare of the program and that individuals primarily responsible for each should therefore be on a

comparable salary schedule. Perhaps then we would be blessed with both good counselors and good administrators. Suffice to say that we have a shortage in both categories and switching roles does little to improve the individual and nothing to improve the situation.

Summary

From where you sit, this presentation may have seemed to be "all over the lot." But how better could you describe the responsibilities of an AOC counselor? Actually, I started with a few premises. One, your job is broader and more demanding than that of a counselor in general education. Two, it is learned best by experience. Three, there are too few good AOC counselors to meet the current and projected challenge. It appears to follow, then, that the best way to encourage the growth of guidance services in occupational education is to retain our good AOC counselors and make it possible for them to perform their manifold tasks more efficiently and this has been my message.

LINKS
Gordon M. Ambach
Executive Deputy Commissioner

Jim Moore and participants at this Fourth Annual Conference of Guidance Personnel in Occupational Education--Thank you for your introduction. I very much appreciate the kind comments about my career. Obviously, I had a good guidance counselor.

I am most delighted to be with you on this evening occasion. It is a kind of return to civilized life for me. For the past 2½ weeks I have been at home suffering through a case of the mumps which my 4-year old son brought me from nursery school. There's only one good thing in the whole experience that I can report; it's over and someone can put it on my school health record. If my speech, and especially the stories, seem a little lumpy tonight, I hope you'll appreciate that you are getting the fallout from this past illness.

It is my pleasure to be with you and to thank you for coming to Albany for this Fourth Conference. You have had a full day of panel discussions. I shall be brief tonight because I am sure that neither your ears nor your backside need a further test of perseverence. I'll finish in time to give you a night out in old Albany town.

Sometime ago, I coached track on Long Island while I was teaching secondary school. I had one young star who threw the discus. He was very big and very strong and very cross-eyed. On the bus trip to the county finals, I asked George whether he was going to set any records that day. His reply came back quickly, "Nope, I don't think I'll set any records but I'm sure going to keep everybody alert." I have the same objective this evening.

A very lovely and shapely young lady stopped by a beautiful little Vermont lake one day, in the summer, and seeing it deserted decided that she would slip in for a swim. She had no bathing suit convenient, and because the area was deserted she decided she didn't need one anyway, so she plunged into the water in her birthday suit. After she had enjoyed herself sufficiently, she started swimming to shore and, then, on touching bottom, walking out of the lake. Still with sufficient water coverage, she noticed to her great dismay that a farmer was standing by the back of her car very carefully watching her. She politely asked him if he might go his way so that she could come out of the water. This to no avail, she began to plead more and more vigorously. The farmer didn't budge. She got angrier and began to search for any kind of coverage that would permit her to leave the water. To her surprise she looked down at the bottom and there saw a tub, big enough around to provide the necessary cover. Delighted with her find, she reached in, pulled up the handles, put the tub in front of her, and partly arrogant because of her solution and partly angry over the farmer's stubbornness, she boldly moved out of the water and walked straight up to the farmer saying, "Do you know what I think?" The farmer's immediate response came back, "Yep, you think that tub's got a bottom to it."

Things are certainly not always what we may think they are. Perhaps this is true of the subject that I have selected. LINKS is not an acronym for a profound thought and LINKS has nothing to do with golf. When Burt Thelander asked me to join you this evening, he showed me that the remainder of the program had been completed. As I looked through it, it seemed that the good topics and titles had all been taken, and that I might be reduced

to suggesting an exciting topic like "Some Thought on Guidance and Occupational Education" or "The Deputy Commissioner Will Open His Mouth for a Short Time After Dinner," or just plain "Speech" or "Comments." As I thought about your conference and the prime focus of what you do, the word "LINKS" (as in "chain") kept popping into my mind.

I wanted to say something about the importance of what you do and put it simply. It is this: <u>you provide the help to secure the links between the student, his learning, and his future, especially his occupational future.</u> If you want a more sophisticated or profound description, you may think about the words of Karl Menninger, who in talking about the problems of <u>vocational choice</u>, says, "Here is one of the momentous decisions that cast the lives of human beings in fixed though diverse channels. Perhaps next to the choice of a marital partner, it is the most important and far-reaching decision made by the individual." That's the kind of help you provide and it's awfully important.

The panels that you have had today looked interesting. I regret that I have not been able to attend the discussions on career development, or guidance services in occupational education or the discussion on the Facts of Life in the Manpower Scene. (That one sounded rather spicy to me.) Others, I'm sure, have spoken in far more depth about many of your specific occupational interests and tasks, about the job market and what its future will be for your counsellees, about the use of peer or sibling influence in shaping occupational choice, and a host of other topics on which you have had expert commentary. I have two main thoughts that I would like to present to you tonight. I hope they capture my personal feeling about the importance of what you are doing and must do.

No doubt you have heard or read the following sentence, "At the very heart of our problem is a national attitude that says vocational education is designed for somebody else's children." That is one of the most powerful sentences I have ever read in a national report. It comes, of course from the first report of the National Advisory Council on Vocational Education, July 1969, a report submitted by Hugh Calkins, who has personally seen that this and the second report are as direct and pithy as any public documents could be. The sentence makes my point. It can be expanded and has been by Commissioner Nyquist in the following statement: ("Our educational system is much too academically oriented. We must give increased emphasis and prestige to vocational and semiprofessional careers, to the worthiness of occupations in the trades and of handcraftsmanship, to the notion that not everyone needs to go on to a bachelor of arts degree, and to the notion, too, that a gifted plumber is more worthy than a foolish philosopher. Guidance and counselling in our schools are too much distorted in favor of academic credentialism.")

You know better than I how difficult it is to change this circumstance. During my recent bout with the mumps, I happened to see far more television than ever before. I was stunned by the collection of commercials that drive the overall population with pleas to "Step Up," "Reach Out," "Move Up,"hour-by-hour and quarter-hour-by-quarter-hour. The direction is all toward a white collar job and a $20,000 plus income. It is seen by everyone who watches the television no matter what their status. It creates the desire

to skip over the idea of working with one's hands or working in the service of others or working with machines to notions of work in business or writing or research which are, in fact, beyond many person's capabilities and will lead only to failure.

My own experience, some 10 years ago teaching in an affluent Long Island secondary school was that we failed miserably in not providing the counsellor offerings in occupational education which were needed by a fair portion of our students. The arrows pointed to "academe" and I still think with regret today of the frustrations that we must have caused numbers of seventh and eighth grade youngsters who tried to cling to those arrows toward higher education but kept getting knocked off or dragged way to the end because all we offered was the way to college.

If you see the problem from another slant, think about the statistics which show that particularly in our large cities the number of jobs that now go begging while the unemployment rate continues to rise.

The problem is to change the attitude of American society toward the world of work and to reach an understanding that there is dignity and satisfaction in performing any occupation well.

You have a special task here. It is to carry this message to the parents, your faculty collegues, the administration of the schools, and to the students. We can talk about changing our national attitude in the abstract. We have gained nothing until we see the students that you counsel making decisions that reflect a different attitude.

Let me introduce my second point by reading three paragraphs which the British historian Arnold J. Toynbee wrote in the New York Times this last Sunday: "To most Europeans, I guess, America now looks like the most dangerous country in the world. Since America is unquestionably the most powerful country, the transformation of America's image within the last 30 years is very frightening for Europeans It is probably still more frightening for the great majority of the human race who are neither Europeans nor North Americans, but are Latin Americans, Asians and Africans. They I imagine, feel even more insecure than we feel. They feel that, at any moment, America may intervene in their internal affairs with the same appalling consequences as have followed from American intervention in Southeast Asia.

How is America dealing with her problems? As we see it, she is failing to deal with them, and this is the most terrifying feature of American life today. The American people seem to us to be moving rapidly toward civil war: middle-aged noncombatants against young men subject to the draft; the affluent against the poor; white against black; students against the National Guard (the most immediately perilous of all these multiple confrontations).

Toynbee continues, "The American home front is more crucial than the ports in Vietnam and Cambodia and Taiwan and Korea and the Middle East. The decision on America's home front is going to decide the fate of the world, and the rest of us can do nothing about it. We have no say, but we, too, are going to be victims of America's domestic agony."

The Role for Vocational Education Counselors for the Decade Ahead

Abstracts of Remarks by

Robert Pruitt

U.S. Office of Education

Of all the commentary about the very recent turmoil, Toynbee's hit me the hardest. Vietnam, Cambodia, the events at Kent State, and the counter action of construction workers in New York City, the events that many of you have experienced in your own schools on American military policy, racial conflict, students' rights, and an overall frustration and discontent. These events are showing the strain on this Nation and especially on our educational institutions.

Toynbee's comment is a very dire one - Is that what we believe ourselves? Have we lost our direction and our purpose? I hope not and I think not. Toynbee's conclusion is not as gloomy as his description. To him, the power of American mothers has not yet been brought fully into action. That will restore the balance, he thinks.

I would add that I believe we have not brought the power of American education fully into action. The inclination on most campuses and many schools has been that when trouble comes to the campus, it should be closed. This has often been done with a good motive to safeguard faculty and students, but it has also been a device that carried the hope that the problem would go away if you closed the institution. Do we want the problems of American society to be taken out of our education institutions or to be taken into them? I think it is the latter. The very purpose of our schools and colleges is to provide the setting in which discussion and debate of our social and political issues and processes can take place; where the past can be searched and the tools of reason sharpened so that we may intelligently solve our problems, and where our future national purposes can be shaped.

All of us in the field of education have a gigantic task, I fear that we have lost confidence of the community and the students. The schools are, in fact, forums for discussion. We must regain that confidence. We must change so that our institutions contribute to restoring optimism and direction to the ideals of our democratic principles -- majority power and minority rights, due process of law and institutional government.

In the first point, I was talking about a reassessment of attitudes toward occupations and the links with regard to this point that you must make between students, learner, and occupational future. In the second point, I am suggesting a similar set of links, broader in context. These are the links between student, his learning, and his society's overall future. The task is to bring the resources of American education to help our children shape their future within the principles that have held so well through calm and storm of 200 years. This is not somebody else's business. It is the task of everyone of us in the educational enterprise.

There is a middle-Eastern fable that I once heard U.S. Commissioner Harold Howe tell. One day, a horse who was walking down the road, stopped short to find in front of him a very small bird lying on his back with his feet pointed toward the sky. The horse asked of the bird, "Why are you lying there little bird?" "I heard that the sky was going to fall today." came the reply. "Why are you lying there with your feet to the sky?" asked the horse. "I'm trying to keep the sky from falling," said the bird. "That won't keep the sky from falling" said the horse. "Perhaps not" said the bird, "but one does what one can." Thank you.

The decade of the 70's presents emerging and challenging opportunities and professional satisfactions for guidance personnel who are willing to respond to the needs of the times.

A. Guidance counselors must provide as comprehensive vocational guidance, placement, and continuing education services to the vocational student as they provide for the college bound. This means:

1. At the high school level provide knowledge about jobs and job opportunities as well as opportunities for further schooling to all students. Involve employers, all potential employers, and recruiters for nonprofessional schools as comprehensively as they now involve college recruiters.

2. At the junior high school level expose all students to knowledge about the world of work, help students evaluate capabilities, and provide models for decision-making to most effectively acquire job skills, secure training, and find job placement.

3. At the elementary level expose all students to knowledge about the world of work and the importance of all jobs in meeting the needs of our society.

B. As we moved toward individualized, multimedia,, open option curricula to meet the needs of students with the different learning rates and learning styles, guidance personnel can and must play an important role in day to day choices of learning activities as students proceed to meet their learning needs.

In the 70's guidance can no longer be considered adequate by helping students choose career opportunities or preferences and make course selections. Counselors must be concerned with the day to day decision-making about most appropriate learning experiences.

C. Schools must involve students in much greater depth as we search for more effective learning environments. Guidance counselors can and must play an important role in bridging the gap between student interest and needs and institutional structures and offerings.

The challenge and the opportunities for guidance counselors' leadership is here now. I trust that you will respond to the opportunities that are yours.

THE 50 YEAR KALEIDOSCOPE

Summary of Remarks

Louis Cenci
Executive Secretary
Advisory Board for Vocational and Extension Education

Member
State Advisory Council for Vocational Education

Man walked, rode a beast, or sailed on the surface of the water from the beginning of time until about 1900. The Industrial Revoloution marked the beginning of western man's movement from an agrarian to an industrial society. As a result, man became more mobile in more ways in ever lessening periods of time. Even in the early days of industrialization, the ordinary man could understand the world of work, and jobs within that world of work were based on the artisan concept. Machinists, carpenters, sheet metal and pipe workers were craftsmen and they developed skills to a high level of proficiency. They developed in the early 1900's, a work ethic, built on pride of craft, a life career in the craft or job skill and fairly well adopted the Horatio Alger concept of starting at the bottom and working to the top.

Reviewing those 70 years, and especially the past 50, one sees not a portrait as easily understood as a Raphael, or Rembrandt, but a kaleidoscopic complex of color one might find in a Jackson Pollock.

New industries have been created as a result of electronics. The jet age shortened space, and radio and television have given us instant history. It took the electric motor about 60 years to move from Michael Faraday's laboratory to the marketplace. It took the photo-electric cell 4 years to reach the marketplace and the transister about 2 years. Manual skills, unique to a craft, are now common to dozens, if not hundreds of jobs. In grandfather's day, a career meant apprentice to machinest to tool and die maker. Today's apprentice can move to programming with numeral control, or to a career with I.B.M. in the field of computer maintenance and repair. New careers are springing up before old ones are even being sorted out. Pollution control, for example, promises to create many new jobs in government, as well as in the private sector. Cable TV is changing that industry and radio repair has become obsolete in the face of less expensive replacement. The science of cybernetics will grow in application as complexity of equipment continues to outstrip human talent and abilities. In brief, the acceleration of change is outstripping the ordinary person's capacity to absorb and understand change.

Central to the problem is the guidance process, and the counselor is its interpreter. New strategies must be developed, new and ongoing sources of information must be tapped. Liaision with business and industry management and labor will provide primary and vital sources. Counselors must, themselves, understand the world of work before they attempt to explain it to students and parents. As jobs become more technical and the work matrix more complex, more education will be called for.

Here is another clue for counselors, might it not be timely to end the division of educational and vocational guidance and consider the guidance process as a total process and speak of counseling alone. We are rapidly approaching the time when all occupations will need some education and many, if not most, will require education up to the community college level.

Another major consideration for counseling is to somehow develop, with and among young people, the concept of the worth of work. A work ethic is as important to success as any other factor.

One more aspect of the problem must be introduced or the foregoing will be impractical. Curriculum at the secondary level must change. Counselors may determine the best program for students, but unless the curriculum pattern is flexible, then individualized counseling will be thwarted. Schools must offer more alternatives and options to meet the needs of students as they grow mature and change goals. They must offer flexibility for good guidance.

New strategies, new concepts, new relationships, and new systems must be developed if counseling is to meet the needs of the present and future generations.

REACTOR'S REPORT

DR. HUBERT W. HOUGHTON, CHAIRMAN
DEPARTMENT OF COUNSELOR EDUCATION
STATE UNIVERSITY COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK

As I considered possible approaches in this Reactor's Report, I noted from the conference attendance list that on the basis of last names, the "M's" had the greatest number and the "C's" were next. Since one car rental commercial approves second place with a harder try, I decided that the letter "c", could be used to subsume or categorize my conference reactions. I hope that as a result, you do not become "C-sick."

The Country or Culture-at-large

Two "c's" will be used to set the stage for my remarks just as they were used initially and periodically in the conference. The first background "c" is "the country" in Associate Commissioner Langworthy's remarks and "the culture-at-large" in Dr. Doeringer's terms. Dr. Hoppock's black panelists frequently identified it as the "Establishment" and Washington, D.C.'s Pruitt, as the "decade of the 70's." Toynbee, quoted from a recent New York Times article by Executive Deputy Commissioner Ambach at the conference banquet, writes of "America's domestic agony," which will be later related to my second background "C" and for which one Toynbee resolution is interestingly maternal love. This arouses conjectures as to its reconciliation with some current evidence of debilitation through matriarchal households.

There are frightening and terrible social spectra in the United States, frequently evident through TV's microscopic scrutiny. With the widespread discontent on social issues are persistent inflation, demoralized markets, and war involvement. Alienation does exist amid suburbanites and inner city dwellers, affluent and poor, and majorities and minorities. Speakers spoke seriously of reveloutionary and destruction seeds, some already planted. Yet, as somber and sober a picture as was sketched in some speeches, there was a pervasive encouragement, even an optimism, about the national future if education makes a forceful impact. It must quit both lip service and the mouthing of cliches. It must use its full power, as Ambach stated. Education must become realistic and relevant through extensive rethinking and appropriate redirection of the total education effort of which occupational education programs are an integral and vital part. Hope, if translated into action, emerges from the New York State Education Department's recent statement, "Purposes and Goals of Occupational Education, "as read and endorsed by Bureau of Guidance Chief, James Moore. Not only does occupational education propose in the statement with education in general "to develop students' capacities for successful human relations and responsible participation in society" and "to help to develop (student) skills in personal, social and civic responsibilities," but "to provide adequate guidance, counseling, placement and follow-up services for all occupational education students and graduates."

Campus or College

The second stage setting "c" may be called broadly "campus" or "college" to which several references were made in terms of higher education generally and the current student crop specifically. This background "c" could have concomitants of Cambodia, civil rights, counter-action, confrontation, and construction workers. Speeches and discussion ran the usual gamut, - strong condemnation of pillage, violence, and foul-mouth imprecations of campus

rioters to strong defense of inquiring youth in its attacks on phoniness, adult apathy, and societal ills needing remedy. One speaker mentioned the current admonition, "Love it or leave it," with respect to the alternatives open to youth in their attitudes toward the United States. Ambach reported that not a tulip was trampled on the Capitol grounds by Albany's 3,500 protesters of yesterday and Pruitt noted the quiet concern and dialogue of young with old at the Washington, D.C. Ellipse during the recent protest. Dr. K. Ross Toole, in an article, "An Angry (Old) Man in Land of Young," reprinted by the Rochester, New York Democrat and Chronicle as a public service, reflects partly a point of view that I would bring to this conference in reaction. Dr. Toole states that we owe the younger generation love, protection to a point, and respect when they deserve it; he also points out that most of the new generation are fine, but a minority are not and they threaten to tyrannize the majority and take over. There is no point, states Dr. Toole, in subservient listening to the violent tacticians of the new generation along with introspective flagellation, self-abnegation, and apology (even for being past oriented, say I, as one speaker censured us, unless we are exclusively so). U.S. Senator Goodell has expressed hope in a commencement address that a majority of the young will continue to demonstrate willingness to work through the political system for change. As counselors, we may suddenly run out of experience, but then, as Mr. Ambach suggested last night, "one does what one can." There may be some implications here guidance-wise for assistance to students in the decision-making process and in consideration of values and for guidance early in the educational process. Osipow, during his question and answer period, projected an interesting thought when he suggested not changing all educational institutions, but developing new ones to meet expectations of current times and students.

This background of country, culture-at-large, and campus provided the background or setting for my other conference "c's."

Counseling

Counseling was frequently differentiated here in terms of personal counseling, academic counseling, and vocational counseling. Such compartmentalization is not only untrue because of overlap, but of very little help to us in progressing and in cooperating in my opinion. I suspect that the categorization proves useful to both home school and AOC counselors for scapegoating or blaming each other for each other's deficiencies. While there may be some justification in some instance, I am becoming tired of the endless accusations of home school counselors being interested only in the "college-bound" and "bright" kids and so-called academic counseling and of AOC counselors being versed only in so-called vocational counseling. I am becoming equally weary at conferences (and this is no exception in this instance) of citations by speakers and participants who degrade and derogate counselors in terms of experience with them years ago when training requirements were low and counselor-counselee ratios, high. We even had here the old "chestnut" or whipping boy that occupational education courses go unfilled because of counselor failure to "guide" them into such programs. And what was reported as the dominant theme of the forthcoming fall NYSVGA Conference? - the personal accountability of counselors. Let us stop misinterpretations of the counseling process and its objectives. Let us properly place energy in improvement

and implementation rather than rancor and recrimination.

The counselor must create conditions in which the counselee perceives both himself and the options and opportunities, including the occupational ones, open to him, but perceives all accurately. (One black panelist indicated that counselors in his experience knew little about apprenticeship.) Counseling thus must always include assistance to the counselee in realistic self-understanding or in the development of greater congruence between the idealistic and real self and in self-actualization through correct occupational and educational awareness, - thus personal, educational, and vocational counseling intermingle, as Mr. Cenci implied this morning. Someone has said if there is priority in emphasis, accent is first on the man and second, on the power. Dr. Osipow was really expressing this basic concept when he urged counselor assistance to the counselee to identify the levers in himself to control career choices and career development. An audience participant was reflecting this when she pointed out that youth was interested not only in a living, but in a style of life. Devices to achieve occupational awareness can be simple, but effective, - note Hoppock's demonstration of the young black alumnus as a source of occupational information. Or, on a large scale, consider the Mid-Hudson Valley Career Development and Information Center. Dr. Pruitt urged job information on all educational levels. In fact, somewhat to my surprise and pleasure, the elementary school and the guidance program therein were repeatedly mentioned as early purveyors of vocational information.

Dr. Doeringer, in his discussion of manpower policy, disavowed, at least in the case of the disadvantaged, counseling about job requirements and substituted counseling employers who hire the disadvantaged as well as their coworkers. I still feel, of course, that many of the disadvantaged, who have been demeaned, debilitated, patronized, and dehumanized need intensive and expert counseling. Most helpful is the statement in the second report of the National Advisory Council on Vocational Education under date of July 15, 1969, - "Federal legislation now encourages the development of separate programs for the disadvantaged. Such programs say to the disadvantaged that they are second-class citizens who cannot make it in the mainstream. Such programs appear to shut the door to career advancement. What the disadvantaged want and need is access to vocational and technical programs for career preparation in the mainstream. Counseling, tutoring, and other support and assistance are essential, but separateness destroys dignity....The Council recommends that the language of the Vocational Education Amendments of 1968, earmarking funds for the disadvantaged, be amended to eliminate the implication that programs for the disadvantaged must be separate programs."

Dr. Pruitt focused counseling on the day to day decisions of students about the most appropriate learning experiences in the trend toward individualized, multimedia, open option curricula to meet the needs of students with different learning rates and learning styles. This buttresses inclusion of learning theory in counselor education programs. To a degree, Ambach was endorsing this focus as well as the sociological responsibility of the counselor by his two examples of links.

Change

A "c" may well be expected for "change," which paradoxically is more common than contrary to the status quo. Dr. Osipow talked not only about the identification of points of leverage within the counselee for career development, but within institutions for use by the counselee. Thus, the counselor goes beyond a psychological to a sociological function. He becomes a catalyst, a change agent. The school then becomes a social system into which the counselor or counselee can plug to effect change or to exert leverage. The State University College at Brockport reflects this developing counselor function in its post-master's course, Supervised Experiences for Counselors as Consultants. Osipow further stated: "To some extent the counselor must try to influence the curriculum developer to develop programs that make realistic demands on individuals and do not assume that there is a straight line development which can have its parallel in curriculum development as a straight line function." Pruitt talked of the search for more effective learning environments and expects counselors to bridge the gap between student interests and needs and institutional structures and offerings.

Social demands, social structure, people, all change. Mr. Cenci noted that the acceleration of change outstrips the ordinary person's capability to absorb and to understand change. This can be anxiety-producing and such anxiety is not dispelled easily. The counselor must help counselees to expect change as normal and to develop sufficient decision-making prowess to deal with it.

Communication

Another important "c" at this conference may be categorized as "communication" for whose existence and nonexistence evidence was presented in speeches and discussions. Communication came into the picture initially by the commentary on the country and the culture-at-large and the citation of generation gaps and gasps, but was emphasized in the discussion of AOC-community college cooperation. It is to be remembered that in its Second Report (July 15, 1969), the National Advisory Council on Vocational Education recommended the following action by the Federal Government,-"focus Federal support for community colleges and other two-year post-secondary institutions on vocational and technical programs as career preparation."

Community college and AOC communication and cooperation exist according to conference participants in terms of the granting of advanced placement or advanced credit, visitations to such other's campuses, joint faculty meetings, ongoing orientation programs, and currently, cooperative training for licensed practical nurses. Lack of communication was evidenced in terms of few BOCES-prompted applications to community colleges in some areas, nonexistent feedback from community colleges to AOC's with respect to former students, and failure to develop a career ladder concept in the community college with AOC preparation and curricula built in. Doeringer stressed under needed manpower policy the opening up of the primary labor market, especially to the disadvantaged, and this career ladder concept might help in this objective. Cote, who, in his remarks, evaluated New York State Education Department's "A Manual for Guidance Personnel in

Occupational Education," noted that AOC descriptive literature about programs was generally not appropriate in language or in content for its intended youthful readers. Cote also indicated the real communication possible between business and industry and AOC instructional faculty in placement of AOC students and between shop instructors and their students.

My own feeling was that the conference did not get down to the nitty gritty of communication and mentioned only the usual vehicles. Was this apathy? Although it occurred at the end of a long day, the VOGUE (Vocational Guidance in Education) demonstration with its microfilm reader and reader-printer was poorly attended. Although conference participants may know VOGUE, I wonder if they are equally conversant with other information processing systems related to career or vocational development and decision-making, such as Project PLAN, CVIS (Computerized Vocational Information Systems), Project VISION (Vocational Information System Involving Occupational Needs), and ISVD (Information System for Vocational Decisions). Only a few materials used by AOC's were shared at the conference. Future conferences might get into the intricacies of language modalities, including the linguistic and paralinguistic, and nonlanguage modalities, such as kinesis and postural, facial expression, tones, positioning, tactile, and even odorific. How communication conveys both content and relationship could occupy conferees for hours.

Clusters

A brief, but a constantly reiterated conference "c,"-clusters. The document, "Purpose and Goals of Occupational Education," listed as a New York State goal," - providing the flexibility required for success in a rapidly changing occupational world, through exposure to broad clusters of related occupations and through training and retraining programs geared to upgrading and industrial change." A common core for a cluster or range of occupations was suggested for the first semester in AOC's to expedite flexibility and change of training programs by students. The exciting reorganization of the Oregon Educational Program into 18 job families or career clusters to permit both flexibility and awareness was described. The cluster concept, especially in light of theories of 3-7 job changes by individuals in their lifetimes, merits attention.

Consortiums (or is it Consortia)

A "c" equally as brief in mention as "clusters," but it was there or here, - "consortiums." Many hands can make light work or too many cooks can spoil the broth. Be that as it may, an Area Counseling Consortium proposal or pilot project involving home school, AOC, and community college counselors and other personnel was described to serve 40,000 students. Dr. Doeringer recommended a Cooperative Training Consortium among vocational education and employers in the primary labor market and among small employers. He hoped that there might be avenues to improve the quality of work in secondary occupations. Consortia have communication overtones and implications for keeping abreast of change.

Credits

My concluding "c," like a movie film, repeats the cast and credits.

You were the cast and as conferees, you performed admirably; Dr. Seckendorf, the Assistant Commissioner for Vocational Education, has already commended you for your services as counselors. Such stellar performances must be inspired; certainly the presenters and panelists fulfilled this function. The Conference Planning Committee contributed plot and setting so that all the above could happen. Ever-present in planning and procedure were the representatives of the Bureau of Guidance of the State Education Department,- Burton Thelander, who, in his quiet and effective leadership, guarantees the success of these conferences year after year as he disclaims vociferously and modestly his contribution and who has been assisted each time by the equally self-effacing and efficient Gwendolyn G. Ripp.

Thank you for the privilege of joining you once again.

A Review of the Proceedings by Dr. Edwin Herr of the National Conference on Guidance, Counseling, and Placement - Columbia, Missouri. The 2-day Regional Conference took place at the Hotel New Yorker, New York City on April 23 and 24, 1970. The Bureau considers this a complete digest of the 4-day Missouri Conference last fall, and a summary of the high utility to all in guidance.

It is a privilege to be asked, in this opening session, to represent the National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision-Making conducted last October at the University of Missouri. You have already received the proceedings of that conference. They, in fact, are the resource input which each of the nine regional conferences will refine, add to, and strengthen. This conference, then, is the bridge between any initial conceptualizations obtained as a result of the National Conference, the refinement and criticism of these ideas, and their translation into action oriented programs by you who are the ultimate decision-makers, developers, and implementers at the State and local levels in the education and industry establishment--the places finally where the products of these conferences must undergo their baptisms.

At another level, these conferences, under the impetus of the Vocational Education Act Amendments of 1968, represent collective thrusts to use both the exciting accomplishments of vocational-technical education and its as yet unexploited promise as well as the rapidly evolving changes in vocational guidance to add vitality to education broadly conceived at this historical juncture when the pleas for it to respond more effectively to larger segments of the population have become urgent. As one example, Part D of the Amendments represents the potential availability of risk capital to be used in demonstrating and systematizing how a variety of vocational guidance emphases can be generalized to larger segments of the student population at all levels of education and their nonstudent population wherever they are found and with cognizance of the necessary linkages between education and many of the facets of the larger society particularly the industrial business community. In this sense, the implementation of Part D, has implications for all sections of the Act and the potential to provide or create a reservoir of strategies by which each of the separate emphases of the amendments can be most effectively manifested with explicit and integrated attention to the ingredients important to vocational guidance, counseling, and placement.

My charge is simply to emphasize briefly, some of the points in the Proceedings which provide an organizing frame of reference for our present conference. This precludes me from launching off on my own thing unless I can do it subtly.

By way of introduction, it seems important to recognize that the National Conference and the outcomes of it reaffirm that virtually all Americans have needs for the facilitation of career development and decision-making (this is not just a bone tossed to the noncollege bound whose planning has been almost totally ignored). In order for these needs to be met a comprehensive system of guidance, counseling, and placement activities must be available to them. Further the conference has highlighted the fact that these individual needs will not be met unless they are addressed systematically rather than left to chance.

Each of these affirmatives implies that we must examine purposefully: (1) the outcomes which vocational guidance, counseling, and placement strategies are intended to facilitate; (2) the processes by which persons attain such outcomes and factors which thwart or negate such development;

(3) the preparation, the competences, the skills which must be possessed by those who will facilitate the outcomes which are sought; (4) the potential contributions of different specialists in different settings as they interact to facilitate career development, decision-making, and/or placement and, (5) the technology or media which can strengthen the potential impact of these personnel.

In a sense, the National Conference Proceedings attempted to create a primitive and figurative map of what needs to be accomplished, who can accomplish it or contribute to it and what strategies are appropriate. This conference will elaborate the map further. Within the context, perhaps a more fundamental point that the Proceedings emphasize, is that we need to guide our thinking about the use of personnel and media or technology by criteria defined not solely by their availability but by the contribution, real or potential, that each can make to the goals which shape or comprise vocational guidance, counseling, and placement. Such an emphasis gives rise to several other points which need to be mentioned.

1. One is that as research results and theory accumulate about career development it is increasingly clear that this is a process which extends from early childhood through adulthood with needs for individual assistance changing at different points in the educational process as well as those out-of-school youth and adults who have been dislocated occupationally or who find themselves at a point in life where they have neither salable skills nor the self-confidence to capitalize on whatever resources are available to them.

2. Secondly, if career development is a longitudinal process then there needs to be identified product objectives which represent the necessary individual acquisition of information, attitude, or skills appropriate to career development and process objectives which are likely to facilitate the individual acquisition of product objectives. Pages 71-75 in your Proceedings plot some representative examples of each of these.
Further the complexity and interdependence of the ingredients making up career development indicate clearly that attitudes, knowledge, specific kinds of vocabulary, and experience all blend together to determine the condition in which we find individuals as they come to the point of full-time access or exclusion from the labor market. It is further clear, then, that the acquisition of behaviors integral to career development is contingent on the personal history of the individual and is thus modifiable. If these factors are modifiable and if one's personal history--combining knowledge, attitudes, experiences--defines one's ultimate success in establishing vocational identity and effective vocational behavior placement it becomes evident that no one set of specialists alone (nor should counselors take all the flak alone) can do the job of providing career guidance, counseling, and placement. What is required is the concerted, purposeful application of the influence of many individuals who have significance in this process.

3. Thus, thirdly, as one examines the target points, as the sociologists call them, or the points of interface, as the systems people describe them, between persons having guidance and placement needs and the social or industrial institutions, or more precisely, the persons who are the agents of social or industrial institutions it is possible to find many kinds of influence, both good and ill, which impact upon vocational behavior and choice-making capability in the young and the not so young. Some of these influences are attitudinal, some reside in role modeling, some in levels of encouragement, some in selective presentation of information and so on.
The Proceedings emphasize that within this context, persons with a major contribution to meeting guidance, counseling, and placement needs whether teachers, school counselors, employment service counselors, rehabilitation counselors, industrial personnel workers, community service personnel, or paraprofessional, need to be identified and used more effectively in independent as well as cooperative efforts than is now typically the case. Further, there needs to be mounted that planned program to increase the competencies and knowledge base pertinent to the problems at issue. Examples of such upgrading include possible developmental experiences in the following manner:

Inservice, on the job training, University work, work-study.
Rotation of personnel among settings.

4. Fourthly, the Proceedings emphasize the need to muster efforts to develop better assessment instruments to accomplish vocational purposes. These and placement and selection by guidance should equal those now.
This is a critical issue if we are going to move to performance criteria or assess where individuals are in career development and what experiences or activities they need to move to the next developmental plateau.

5. The Proceedings stress the importance of developing models designed to use communications media, computers, teaching devices, simulations, gaming techniques, mobile facilities, and other types of hardware or software components to add substance to or enhance the efforts of the personnel pool previously described.
Work as behavior modification.
The need not just to be told about work but project themselves into the implications of it--freedom of choice.

6. As the National Conference generally proceeded to address career development, guidance, and placement as a Gestalt, a system, if you will, the Proceedings reflect that we can no longer be content with or effective by addressing aspects of a problem a piece at a time. Rather, the Proceedings reflect the need to identify, recruit, and train personnel and develop nonpersonnel resources useful in facilitating career development but equally important to consider such complementary needs as short-term and long-term training opportunities necessary to up-grade the competencies of the personnel

or to zero on the potential of particular media, the need to strengthen or extend aspects of a legislative base, the need for a reorientation or an expansion of finding, the need for key individuals representing all the sectors influential in planning to be accomplished, the need for research/demonstration activities of particular types, the need of reemphasis in counselor education preparation programs, a concerted voice from professional organizations about the necessity of meeting the needs identified propounding their importance to individual dignity and social benefit, and the way by which these things can be accomplished. We are talking here about the ecology of decision-making and vocational behavior, the combining of parts to influence, not react to.

7. The Proceedings also give testimony that what we philosophically and theoretically believe should be done, can be done. Thus, fine examples of comprehensive attempts to meet the vocational guidance, counseling, placement needs of people are identified and briefly described. You will note that each of them whether based in the public schools or in a social agency emphasizes interagency cooperation and the providing of services to people at times and in places which are not congruent with the traditional 8-5 model or the counseling cubicle. The Proceedings assert that each of us in education, in counseling, in industry, on social welfare, in professional organizations must be activists in the delivery of our particular contribution rather than reactors to a status quo. We are talking about stimulating vocational behavior not just repairing deficits. Finally, the Proceedings represent places to start. These are anchor points which add promise to the heritage of this society that man not only has as a basic right the choice of an occupation and an occupation to choose, but that perhaps more fundamentally he is entitled to the assistance and the preparation to choose well and to experience the dignity and the fulfillment that such a condition permits. I, for one, continue to be perfectly convinced that with the range of disciplines, settings, and talents represented here, we can meet this challenge and move forward as an effective energy mass not just an aggregate of individuals.

The Bureau of Guidance acknowledges with thanks, the permission of Mr. Herr, Mr. Champagne, and Mr. Pritchard of the Conference to reproduce and distribute this Summary.